DOCUMENT RESUME

ED 164 596 TM 008 132

TITLE	National Report on College Bound Seniors, 1978.
INSTITUTION	College Entrance Examination Board, New York, N.Y.
PUB DATE	78
NOTE	23p.; For previous years, see ED 147 362-365 ; Small print may be marginally legible
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Academic Aspiration; Achievement Tests; Aptitude Tests; *College Bound Students; *College Entrance Examinations; Ethnic Groups; Higher Education; *National Norms; *Scores; Senior High Schools; Sex Differences; Statistical Data; *Student Characteristics; *Student Interests
IDENTIFIERS	College Board Achievement Tests; *Scholastic Aptitude Test; Student Descriptive Questionnaire; Test of Standard Written English

ABSTRACT

Nineteen tables are presented, together with a brief discussion, showing the results of the College Entrance Examination Board's 1978 Admissions Testing Program, including Scholastic Aptitude Test (SAT), achievement tests, and Test of Standard Written English (TSWE) score distributions, and results of the Student Descriptive Questionnaire. A number of comparisons are made between male and female college applicants and between current and previous data. Data are given for over one million students, about one-third of all high school seniors and two-thirds of all college applicants. Tables and discussions cover the following topics: (1) scores for the SAT, the TSWE, and the Achievement Tests; (2) the high school record including self-reported grades, number of years of study by subject, class rank, and grade average; (3) socioeconomic background including ethnic group, annual income, and estimated parental financial contribution; and (4) college plans including degree-level goals, needs for special assistance, intended areas and specific fields of study, advanced placement participation, housing preferences, and extracurricular activities in high school and plans for college. (CTM)

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ADMISSIONS TESTING PROGRAM OF THE COLLEGE BOARD

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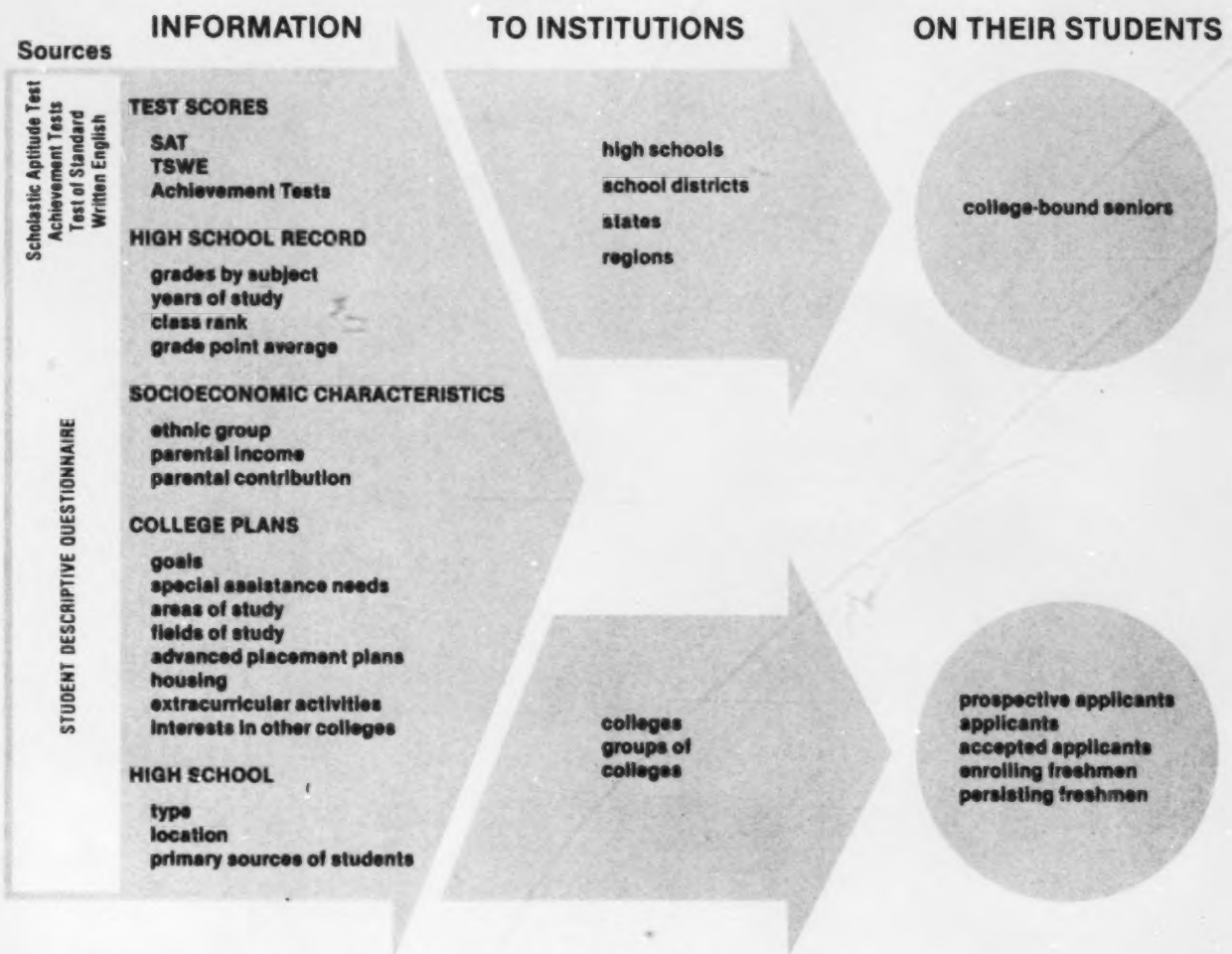

The Admissions Testing Program (ATP) is a service of the College Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2,000 colleges, schools, school systems, and education associations. Representatives of the members serve on the Board of Trustees and advisory councils and committees that consider the College Board's programs and participate in the determination of its policies and activities.

This booklet was prepared and produced by Educational Testing Service (ETS), which develops and administers the tests of the Admissions Testing Program for the College Board.

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National Report on College-Bound Seniors, 1978

HIGHLIGHTS

- The number of women taking the Scholastic Aptitude Test (SAT) exceeded that of men for the fourth consecutive year.
- The average SAT-verbal scores of the 1978 seniors remained the same, 429, as the previous year. For the first time since 1968, verbal averages did not decline. The average mathematical score declined to 468 from 470 of the previous year.
- Men had higher SAT scores, both verbal and mathematical, but women continued to excel on the Test of Standard Written English (TSWE). The average TSWE score has declined slightly each year since the test's introduction in 1975.
- The average score for all Achievement Tests taken declined for the second consecutive year.
- Nearly three-fourths of the students rank in the highest two-fifths of their graduating class.
- Compared with last year, students took more courses in physical sciences, mathematics, social studies, and English, but fewer in biological sciences and foreign languages.
- Seventeen percent of the students who took the SAT—16 percent of the men and 18 percent of the women—belong to an ethnic minority. For the third consecutive year, these percentages increased.
- The median of the estimated parental contribution toward college expenses was $1,140. About three-quarters of all families cannot contribute fully to the costs of education at public four-year colleges with annual expense budgets of $3,054.
- Nearly one-fourth of the women intend to major in health and medical-related areas, 16 percent in business and commerce, 11 percent in education, and 9 percent in social sciences. Of the men, 18 percent intend to major in engineering, 17 percent in business and commerce, 10 percent in health and medical, and 9 percent in social studies.
- Business and commerce is the fastest growing intended subject area in popularity for both sexes.
- Intended subject areas with popularity declines for at least three years in a row are education, English/literature, history and cultures, and mathematics.
- Students with the highest SAT scores tend to select the following subject areas of study in college: physical sciences, mathematics, engineering, biological sciences, and English/literature.

THE 1978 ATP NATIONAL REPORT

As this report is released, about half of the 3 million high school seniors of 1978 are in transition to about 3,000 colleges. About one-third of these students participated in the College Board's Admissions Testing Program (ATP).There they met the Scholastic Aptitude Test (SAT), the Test of Standard Written English, the Student Descriptive Questionnaire (SDQ), and many of them, the ATP Achievement Tests. By registering, taking the examinations, and completing the SDQ, they created a pool of information about themselves and asked the College Board to report it to their high schools, to colleges and universities, and to scholarship sponsors.

The group records—institutional files kept cumulatively for each high school class—permit the information filed for individual students to be reported also for the high schools where those students were college-bound seniors and for the colleges and scholarship sponsors to which they were prospective applicants.

Students participate in the ATP as sophomores, juniors, or seniors, some more than once during the three years. The most recent information resulting from their participation is stored for analysis. Beginning in the summer following their graduation from high school, the College Board produces a series of ATP Summary Reports.

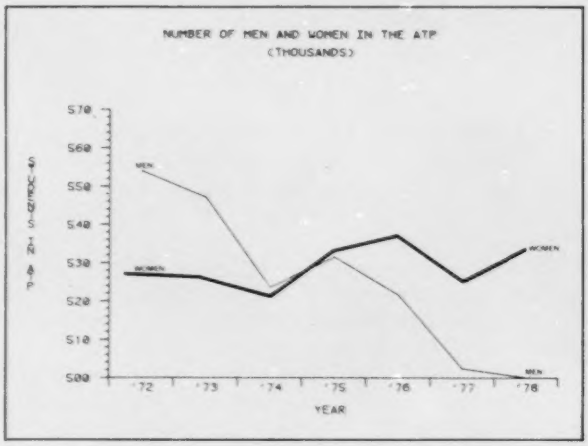
Through these reports, the College Board contributes information needed for the rational and responsible management of college entrance and completion. Such management requires schools and colleges to understand the personal, social, and academic factors involved as college-bound seniors become affiliated with individual colleges or systems of colleges. Because ATP Summary Reports prepared for schools and colleges and groups of schools and colleges are released by the College Board only to the institutions for whom they are prepared, each sees only a fraction of several larger populations of college-bound students. Reports are, therefore, also prepared at the national, regional, and state levels for comparison with institutional data. These reports may be obtained from the College Board offices listed on the back cover of this report.

The national ATP Summary Report, the most comprehensive of all the reports, includes the records of all the 1978 seniors in the United States or abroad who registered for the "College Boards" by March of their senior year. The records include a handful of foreign nationals seeking higher education in the United States, but their participation rate is so small that it does not significantly influence the results described here.

ONE MILLION COLLEGE-BOUND SENIORS

The one million students who take the SAT and respond to the SDQ while they are in high school represent only about one-third of all 1978 high school graduates and about two-thirds of all graduates who go directly to college. As a result, what is reported here about the 1978 seniors who took the SAT cannot be taken as necessarily true of all 1978 high school graduates or all 1978 college freshmen. However, the strong increase in the SDQ response rate from 77 percent in 1976, to 83 percent in 1977, to 90 percent in 1978 means that the ATP Summary Reports are becoming nearly a complete description of the ATP participants.

WOMEN AND MEN



For the fourth consecutive year, the number of women registering for the ATP exceeded that of men (51.6 percent to 48.4 percent). Although the total number of ATP registrants has remained stable since 1972, there has been a steady increase (see the graph above) in the proportion who are female (48.8 to the current 51.6 percent) and a corresponding decrease in the proportion who are male (51.2 to the current 48.4 percent).

SCHOLASTIC APTITUDE TEST SCORES

The population of students currently taking the SAT is broadly based across the full range of abilities measured by the test, but highly selected in comparison to the abilities of all high school seniors. If all of the 3 million high school seniors were to take the SAT, it is estimated that their average verbal score would be 368 and their average mathematical score would be 402. The averages actually attained, as displayed in the table at the top of the next page, show that the population taking the SAT is self-selected. Although the approximately one million 1978 seniors who took the SAT were relatively apt compared to students generally, they nevertheless had slightly lower SAT-mathematical scores than their predecessors who took the SAT. The

SAT Score Averages for College-Bound Seniors, 1967-1978*

	Verbal			Mathematical		
	Male	*Female*	*Total*	*Male*	*Female*	*Total*
1967	463	468	466	514	467	492
1968	464	466	466	512	470	492
1969	459	466	463	513	470	493
1970	459	461	460	509	465	488
1971	454	457	455	507	466	488
1972	454	452	453	505	461	484
1973	446	443	445	502	460	481
1974	447	442	444	501	459	480
1975	437	431	434	495	449	472
1976	433	430	431	497	446	472
1977	431	427	429	497	445	470
1978	433	425	429	494	444	468

*The averages for 1967 through 1971 are estimates of the averages that would have been reported for college-bound seniors of those years if such reports had been produced.

average SAT-mathematical score declined from 470 to 468. The SAT-verbal average remained at the 429 of the previous year. In the last two years, the scores for students in the top fifth of their class have declined much more than the average.

Men outperform women slightly on the verbal test with average scores of 433 versus 425. The difference in mean scores has widened from three to eight points since 1976. The two-point increase for men this year was offset by a two-point decrease for women. The decrease in mean scores for women may be a result of the increase of female participants in the ATP; correspondingly, the increase in mean scores for men may be a result of the decrease in male participants in the ATP.

In mathematics, average scores for males fell 3 points to 494 and those of females dropped 1 point to 444. The difference in averages between men and women increased from 42 points in 1974 to 52 points in 1977 and this year declined slightly to 50 points. This difference is even greater for students with an outstanding high school record; men in the top tenth of their class have a mathematical average which is 66 points higher than that of women in the top tenth of their class. Even in an era when women are redefining their roles and are aspiring in larger numbers toward advanced degrees and toward study in business and commerce, engineering, and health and medical fields of study, the disparity between women's and men's mathematical averages has widened.

READING COMPREHENSION AND VOCABULARY SUBSCORES

For the fourth consecutive year, subscores have been reported for the verbal section of the SAT. Of the four types of questions in the verbal section, two types—the sentence completions and the reading passages—are scored separately to produce the reading comprehension subscore, and the analogies and antonyms are combined to produce the vocabulary subscore. Verbal subscores are reported in two digits on a 20-to-80 point scale.

Because the verbal score is derived from the same questions as are the two verbal subscores, the slightly higher scores men achieve on the verbal test are reflected in the verbal subscores. The reading comprehension average for men, 43.1 or 431 on the familiar College Board scale of 200 to 800, is slightly higher than the average for women, 42.8 or 428. The difference by sex in vocabulary averages, 43.6 or 436 for men, and 42.4 or 424 for women, is relatively large. Almost half of the difference in vocabulary scores appeared this year, as the verbal average for women dropped and that for men rose. It appears that the vocabulary subscore contributes largely to the differences in verbal scores for men and women.

TEST OF STANDARD WRITTEN ENGLISH SCORES

Research demonstrated that the Test of Standard Written English is effective in helping colleges, particularly those with diversified student bodies, to place students in the most appropriate English courses. The test is shorter (30 minutes) and easier than the English Composition Achievement Test. It evaluates students' ability to recognize standard written English, the language of most college textbooks and the one they will be expected to use in the papers they will write for most college courses. Scores on the test are reported in two digits on a 20-to-60 + scale. Because the test is not intended to distinguish among students whose command of standard written English is better than average, the score scale is deliberately truncated at 60 + .

In the distributions of TSWE scores (Table 3) the differences by sex that appear are more pronounced than those noted in the reading comprehension and vocabulary subscores. Furthermore, the direction of the difference is reversed: women have higher scores on this test. The average scores for men and for women are 42.0 and 43.5, respectively, a difference of 1.5, or 15 points on the 200-to-800 scale. The average score for both sexes combined declined from 42.9 of the previous year to 42.8 in 1978. The average for men fell from 42.2 in 1977 to 42.0 in 1978 and that for women declined from 43.7 to 43.5. Four percent of the women and 3 percent of the men earned the highest score reported (60 +). Since its introduction in 1975, the average score for men and women combined has declined consistently from 43.2 to 42.8.

ACHIEVEMENT TEST SCORES

The Achievement Test series includes one-hour multiple-choice tests in 15 academic subjects. About one in five students who take the SAT also take one or more Achievement Tests. They typically take three, one of

which is almost always the English Composition Test. The second most popular subject is Mathematics, which is tested at two levels. Relatively few students (33,000) take Mathematics Level II (the more advanced level), but about 70 percent of those who take Achievement Tests include Mathematics Level I in their series. Third in popularity is the Achievement Test in American History and Social Studies; almost 30 percent choose it. Fewer candidates select the remaining tests, as they round out their series of three with a test in a subject in which they feel prepared, or with one specified by a college they plan to attend.

This report includes Achievement Test score distributions for the 15 tests and a score distribution for the average of the tests taken by each candidate (Table 4). Score averages for each test appear in the tables as well as the average SAT-verbal and -mathematical scores for those taking each test. The SAT averages allow comparison of the verbal and mathematical abilities of the self-selected group taking each Achievement Test with those of the total SAT population (Table 1). In terms of these aptitude measures, the most able students took the Mathematics Level II, Physics, Latin, Chemistry, and Russian Tests. The least able students were those taking the Literature, Spanish, American History, and Mathematics Level I Tests. However, only about one in four students who take the SAT have averages at least as high as those who take the Achievement Tests.

The score average for all Achievement Tests taken declined from 533 in 1977 to 531 in 1978, despite the fact that the SAT averages for students who took Achievement Tests increased. Tests whose averages declined significantly include European History, Latin, Mathematics Level I, and Literature. Average scores increased significantly for Russian, Spanish, and Hebrew.

The number taking Achievement Tests declined by two percent. These declines were fairly evenly distributed over most of the tests. However, the number taking Biology, Mathematics Level II, European History, Spanish, Latin, and Russian did increase.

ACADEMIC ACCOMPLISHMENTS IN HIGH SCHOOL

Students answer several questions about their academic performance in high school—their class rank, latest grade in each of six academic subject areas, years of study since the beginning of ninth grade, whether the grade was earned in an "advanced, accelerated, or honors" course, and how many scholastic honors or awards they received.

Table 8 contains a grade point average (GPA), which is the average of the grades reported in the six areas listed in Table 5, converted to a four-point scale, and weighted by the expected years of study in Table 6.

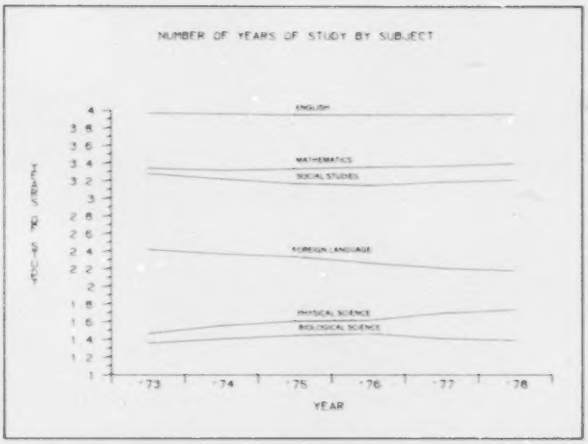
The average GPA was 3.09, down from the 3.11 of the previous year and the high of 3.12 reported in 1976. From these data, one may be tempted to conclude that this second year of decline signals the end of the phenomenon of grade inflation in the high schools.

However, there are two mitigating circumstances. The first is that the median percentile high school rank has decreased substantially during this period, from 78.5 in 1976, to 77.1 in 1977, to 76.0 in 1978. One may conclude something quite different from these data: that students from lower ranks of their class with, of course, lower high school grade point averages, are now entering the ATP in greater numbers.

The second circumstance is the fact, mentioned earlier, that the SDQ response rate has increased significantly during this period. From these data, one could draw a third conclusion: that students with low high school rank (and lower GPA) were the students who did not respond to the SDQ in 1976. Because they are now responding in greater numbers, they are reducing both the median percentile high school rank and the average high school GPA.

The mean grade point average for females (3.15) was higher than for males (3.03). By subject matter, the average of the sexes combined ranged from 2.85 in mathematics to 3.25 in social studies. Although males have a slightly higher average in mathematics and physical sciences, females have substantially higher averages in other subjects, particularly foreign languages (3.15 versus 2.84) and English (3.30 versus 3.04).

It was in mathematics (14 percent) and English (13 percent) that the largest percentages of respondents indicated that their latest grade had been earned in an advanced, accelerated, or honors course.

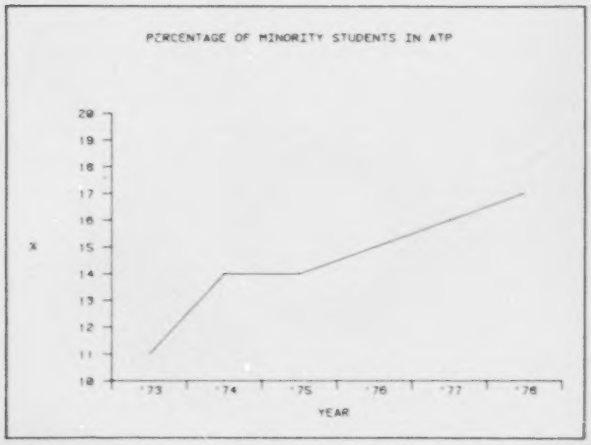


The average number of expected years of study in the 6 academic areas was 16. Thus, the 1978 students expected to have studied four academic subjects during each of the four years of high school. Nine out of every 10 indicated that they expected to have studied English for 4 or more years before graduating (see the graph above). More men than women (63 percent versus 43 percent) expected to have completed 4 or more years of mathematics. Slightly less than 40 percent expected to

study 4 or more years of social studies, and no more than 1 in 5 expected this amount of study in other areas. Men generally take more courses in mathematics and physical sciences, and women take more foreign language courses. However, since 1973, students of both sexes have shifted toward study in physical sciences and away from foreign languages. These shifts have been more discernible on the part of women than men, except that the anticipated years of study in physical sciences by men rose more sharply from 1977 to 1978 (1.91 to 1.97). Expected years of study in the social studies rose for the second consecutive year after a steady decline since 1973. Conversely, expected years of study in biological sciences declined for the second consecutive year after a steady increase since 1973.

About 72 percent reported themselves to be in the highest two-fifths of their high school class, and nearly all the remainder reported they were in the middle fifth (Table 7). Only three percent reported they were in the lower two-fifths of their class. Of those whose SAT average was 600 or above, 90 percent ranked at the top fifth of their class; of those with averages below 400, only 20 percent were in the top fifth of their class.

MINORITY AND MAJORITY



The percentage of students who describe themselves in the SDQ as belonging to an ethnic minority group rose for the third consecutive year (see the graph above) to a high of 17 percent (Table 9). Prior to that time, ethnic minorities constituted about 14 percent of the registrants.

Women constitute 55.4 percent of those who identify themselves as ethnic minority, about the same as last year. Blacks, Orientals, and Puerto Ricans saw modest increases in percentages, with the largest percentage increase coming from black men, up .3 percent. Of the 17 percent minority, 9 percent indicated they were black, 2.6 percent Oriental, 2.3 percent other, 1.7 percent Mexican American, 1.0 percent Puerto Rican, and 0.4 percent American Indian.

POOR AND RICH

The median income reported is $19,200, up 9 percent from $17,600 last year. This increase and the 6 and 7 percent increases for the prior 2 years suggest that family incomes among the college-bound are increasing at a rate near that of inflation.

Parents' Income (Table 10) is combined with other information students report about how many persons are dependent on their parents for financial support, and about how many of those persons will be in college during their freshman year. From such combinations, estimates of the amount of money that parents can be expected to contribute toward the cost of the 1978 seniors' further education are calculated according to College Scholarship Service standards and summarized in Table 11. The median parental contribution is $1,140. For those students who responded to the question about parents' income without considering sources of income other than wages or salaries, the estimates of parental contribution are lower than those reported by the College Scholarship Service in needs analysis documents. This is more likely to happen at the upper end of the income scale.

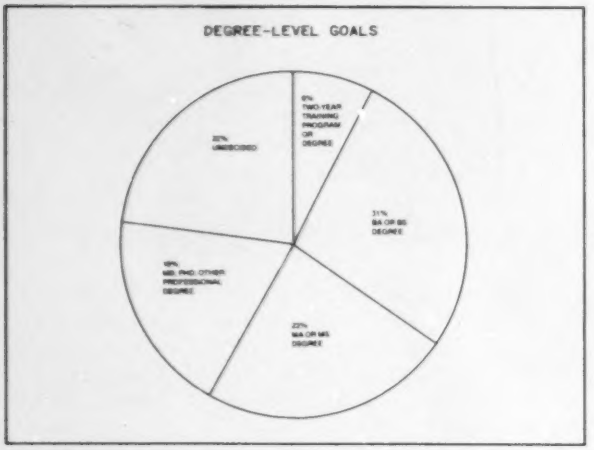
Ethnic groups vary dramatically as to parents' ability to contribute toward higher education costs. Median contributions range from $380 per year for blacks, $390 for Puerto Ricans, $430 for Mexican Americans, $560 for American Indians, and $630 for Orientals, to $1,410 for whites.

Only about one-quarter of all families can contribute fully to the costs of education at public four-year colleges and universities with average annual per student charges of $3,054. Only 16 percent will be able to contribute fully to the cost of education at private four-year institutions, which averages $5,110. Of those responding to the question on assistance (Table 13), 41 percent said they were planning to ask the college for assistance in finding part-time work. About 70 percent indicated plans to apply for financial aid.

Only 7.7 percent (approximately 73,000) of the students taking the SAT have an SAT average of 500 or above and parents able to contribute $5,000 or above to their education. Thus, the pool of potential applicants who can afford to pay the bills at private colleges and whose aptitude is probably strong enough to meet the intellectual challenges of the more selective colleges is severely limited.

PLANS FOR ADVANCED DEGREES

In response to the question about highest level of education they plan to complete, about a fifth of the students indicated they were undecided. Very few (6 percent) (see the graph on the next page) indicated plans to complete only a two-year program, while 41 percent plan to complete a postbaccalaureate degree. Women are more likely than men to want to go no further than the baccalaureate degree (41 versus 34 percent). Men are more likely to aspire toward a professional degree



(21 versus 15 percent); this difference has narrowed since 1973, when the corresponding figures were 23 versus 11 percent.

HELP WANTED

The SDQ includes a question about the help that students may want to receive outside of regular course work. Of those who responded, 41 percent indicated they desired assistance in finding part-time work, 36 percent in educational counseling, and 28 percent in career counseling. About one in five desire assistance in developing study skills and less than one in six basic skill development in reading, in writing, and in mathematics. Despite a nationwide concern about the writing skills of entering college freshmen, only 14 in 100 indicated plans to seek help in this area. Minority ethnic groups were more likely than whites to ask for help in one or more areas. For example, 95 percent of the black students plan to ask for assistance versus 80 percent of the white students.

INTENDED FIELDS OF STUDY IN COLLEGE

Over 200 fields of study are grouped under 29 curriculum areas in the questionnaire. Students respond by indicating their first and second choices, but only the first choices are reported here (see the table below). They are distributed by broad area (for example, arts and humanities) and by area (for example, architecture and environmental design) in Table 14 and by specific field (for example, agriculture economics) in Table 15.

Intended Areas of Study—First Choice

Area of Study	*% Males*	*% Females*	*% Total*
Health and Medical	10.1	22.1	16.4
Business and Commerce	17.2	15.6	16.3
Engineering	17.6	1.2	9.4
Social Sciences	9.3	8.7	9.0
Education	3.8	10.6	7.2

The 5 most popular choices of curriculum areas in descending order were: health and medical (16.4 percent); business and commerce (16.3 percent); engineering (9.4 percent); social sciences (9.0 percent); and education (7.2 percent). Although health and medical continued to be the most popular, its popularity declined for the second year in a row. As it has since 1974, business and commerce continued to increase in interest, and its rate of interest appears to be accelerating. Both engineering and social sciences increased in popularity again this year. (The new prelaw/law specific field category may have accounted for most of the social science increase.) Education held its rank at fifth place but its popularity declined for the third consecutive year. The popularity of English/literature, history and cultures, and mathematics also declined for four or more years in a row.

Subject area choices differ greatly by sex. For males, the most popular choice is engineering (17.6 percent)—about 90 percent of all engineering respondents are male—followed by business and commerce (17.2 percent), health and medical (10.1 percent), and social sciences (9.3 percent). For females, the most popular choices are health and medical (22.1 percent), business and commerce (15.6 percent), education (10.6 percent), and social sciences (8.7 percent).

The most popular specific fields of study were business management and administration (4.9 percent), accounting (4.1 percent), prelaw/law (3.7 percent), premedicine (3.6 percent), and registered nursing (3.5 percent).

Table 14, Intended Areas of Study, contains for the first time this year the mean SAT-verbal and -mathematical scores by areas of study. The 4 highest ranking verbal averages were found among those choosing English/literature (504), physical sciences (499), foreign languages, history and cultures, and library science (each at 476), and biological sciences (475). The lowest average verbal scores were found among trade and vocational (354), ethnic studies (378), home economics (390), and education (396).

The 4 highest ranking mathematical averages were found among those choosing mathematics (585), physical sciences (566), engineering (540), and biological sciences (511). The lowest average mathematical scores were found among ethnic studies (390), trade and vocational (394), home economics (418), and art and education (both at 422).

HOUSING

Somewhat more than half of the students (55 percent) wish to live in a dormitory during their first 2 years of college, a little more than a quarter (27 percent) at home, 15 percent in their own apartment, and 3 percent in a fraternity or sorority house. Whereas in 1974 the dormitory preferences were distributed almost evenly

between single-sex and coed, each year since has shown a shift from single-sex (24 percent in 1978) to coed (31 percent in 1978). Those interested in a single-sex dorm are more likely to be women (29 percent) than men (18 percent).

EXTRACURRICULAR ACTIVITIES

More than two-thirds (69 percent) of the students are active in athletics in high school; 43 percent in music and in social or community clubs; about one-third in religious organizations (34 percent) and in journalism, debating, or dramatics (30 percent); less than one-quarter (24 percent) in student government; 13 percent in departmental or preprofessional clubs; and 7 percent in ethnic organizations. Most of the students plan a substantial reduction in extracurricular activities from high school to college, particularly in athletics (69 percent to 56 percent) and religious organizations (34 percent to 23 percent). The only substantial increase in plans for extracurricular activities from high school to college is for departmental or preprofessional clubs (13 percent to 18 percent).

In all identified activities except for athletics, women are more active than men in high school and plan to be more active in college. Since 1976, both men and women have been showing a declining interest in all identified activities except for athletics and music.

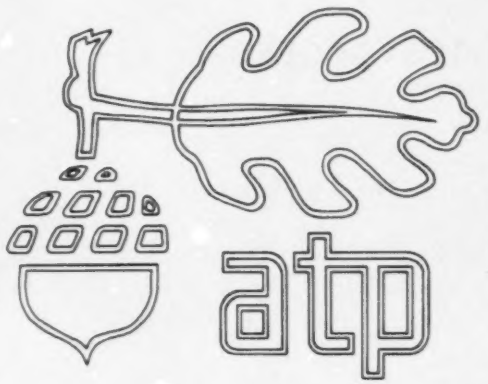
ACCOMPLISHMENT AND AMBITION

The information in the following tables suggests that the majority of the 1978 seniors who took the Admissions Testing Program tests are scholastically apt among their peers and studied extensively in academic subjects in high school. Although to a lesser extent than their predecessors since 1973, they plan to be busy with extracurricular activities. They also seem eager for further schooling, although a considerable number are undecided about the extent of their degree ambitions, their future careers, or the field of study in which to concentrate.

COLLEGE BOARD ATP SUMMARY REPORTS

NATIONAL

1977-78 COLLEGE-BOUND HIGH SCHOOL SENIORS



This report summarizes the most recent College Board ATP records of 1977-78 seniors who registered for SAT or Achievement Tests at any time during their high school years. The March 1978 administration is the most recent one from which records are included.

	Male	Female	Total
Number in This Report			
* Total	500,089	534,007	1,034,096
* with SAT Scores	478,856	510,451	989,307
* with at Least One ATP Achievement Test	108,314	100,530	208,844
* with at Least One Student Descriptive Questionnaire (SDQ) Response	443,116	487,194	930,310

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I. TEST SCORES

TABLE 1: Scholastic Aptitude Test (SAT) Scores

VERBAL							MATH					
Male		Female		Total			Male		Female		Total	
Number	%	Number	%	Number	%	Score	Number	%	Number	%	Number	%
995	0	905	0	1,900	0	750-800	7,932	2	1,397	0	9,329	1
4,454	1	4,008	1	8,462	1	700-749	17,878	4	5,348	1	23,226	2
11,294	2	10,363	2	21,657	2	650-699	29,908	6	13,089	3	42,997	4
23,370	5	22,343	4	45,713	5	600-649	50,000	10	30,294	6	80,294	8
37,529	8	37,025	7	74,554	8	550-599	57,810	12	44,551	9	102,361	10
58,635	12	59,833	12	118,468	12	500-549	74,746	16	70,169	14	144,915	15
75,493	16	78,637	15	154,130	16	450-499	69,801	15	79,572	16	149,373	15
83,112	17	87,822	17	170,934	17	400-449	60,261	13	81,263	16	141,524	14
76,625	16	83,112	16	159,737	16	350-399	50,222	10	77,568	15	127,790	13
57,083	12	64,806	13	121,889	12	300-349	37,835	8	65,487	13	103,322	10
32,075	7	38,618	8	70,693	7	250-299	18,409	4	34,080	7	52,489	5
18,126	4	22,922	4	41,048	4	200-249	3,915	1	7,514	1	11,429	1
478,791		510,394		989,185		Number	478,717		510,332		999,049	
433		425		429		Mean	494		444		468	
110		110		110		Standard Deviation	121		110		118	

TABLE 2: SAT-Verbal Subscores

Reading Comprehension							Vocabulary					
Male		Female		Total			Male		Female		Total	
Number	%	Number	%	Number	%	Score	Number	%	Number	%	Number	%
910	0	790	0	1,700	0	75-80	2,596	1	2,439	0	5,035	1
3,555	1	3,248	1	6,803	1	70-74	6,233	1	5,593	1	11,826	1
12,159	3	11,406	2	23,565	2	65-69	12,833	3	11,864	2	24,697	2
25,435	5	24,984	5	50,419	5	60-64	23,005	5	21,402	4	44,407	4
36,245	8	37,073	7	73,318	7	55-59	41,773	9	39,926	8	81,699	8
54,777	11	58,260	11	113,037	11	50-54	63,614	13	62,351	12	125,965	13
71,510	15	77,975	15	149,485	15	45-49	75,577	16	76,336	15	151,913	15
80,225	17	85,828	17	166,053	17	40-44	75,546	16	79,106	15	154,652	16
79,770	17	86,623	17	166,393	17	35-39	71,164	15	79,893	16	151,057	15
64,074	13	69,044	14	133,118	13	30-34	46,012	10	53,231	10	99,243	10
34,279	7	38,123	7	72,402	7	25-29	30,562	6	37,989	7	68,551	7
15,815	3	17,023	3	32,838	3	20-24	29,844	6	40,251	8	70,095	7
478,754		510,377		989,131		Number	478,759		510,381		989,140	
43.1		42.8		43.0		Mean	43.6		42.4		43.0	
11.1		11.0		11.0		Standard Deviation	12.0		12.1		12.0	

TABLE 3: Test of Standard Written English (TSWE) Scores

	Male		Female		Total	
Score	Number	%	Number	%	Number	%
60+	15,521	3	20,612	4	36,133	4
55-59	47,562	10	61,654	12	109,216	11
50-54	71,221	15	84,736	17	155,957	16
45-49	79,965	17	89,548	18	169,513	17
40-44	73,227	15	77,372	15	150,599	15
35-39	65,524	14	64,391	13	129,915	13
30-34	52,694	11	48,800	10	101,494	10
25-29	36,299	8	32,209	6	68,508	7
20-24	36,753	8	31,074	6	67,827	7
Number	478,766		510,396		989,162	
Mean	42.0		43.5		42.8	
Standard Deviation	10.9		10.7		10.8	

TABLE 4: Achievement Test Scores

Average of Scores Number	%	English Composition Number	%	Score	Mathematics Level 1 Number	%	American History Number	%
1,498	1	1,527	1	750-800	3,270	2	1,169	2
6,684	3	6,011	3	700-749	6,105	4	1,943	3
15,904	8	14,885	8	650-699	12,581	9	3,192	5
27,277	13	22,450	12	600-649	21,517	15	5,330	9
37,591	18	30,703	16	550-599	27,685	19	7,026	12
41,585	20	32,400	17	500-549	27,781	19	9,456	16
37,405	18	32,182	16	450-499	22,809	16	10,468	17
25,189	12	27,787	14	400-449	14,217	10	11,031	18
11,774	6	16,352	8	350-399	7,724	5	7,509	12
3,422	2	8,261	4	300-349	2,464	2	3,058	5
495	0	2,247	1	250-299	266	0	472	1
20	0	368	0	200-249	7	0	33	0
208,844		195,173		Number	146,426		60,687	
531		512		Mean	541		496	
93		105		Standard Deviation	99		109	
507		510		SAT-Verbal Average	498		508	
554		556		SAT-Math Average	552		540	

Biology Number	%	Chemistry Number	%	Score	Mathematics Level 2 Number	%	French Number	%
1,288	3	2,046	6	750-800	7,278	22	1,364	5
3,296	7	2,962	8	700-749	6,203	19	1,708	7
5,153	11	4,357	12	650-699	6,725	21	2,410	9
6,557	14	5,590	16	600-649	5,937	18	3,133	12
7,335	16	6,029	17	550-599	3,225	10	3,885	15
7,301	15	5,587	16	500-549	1,481	5	4,531	18
6,576	14	4,668	13	450-499	861	3	4,080	16
5,080	11	2,817	8	400-449	590	2	2,988	12
3,187	7	854	2	350-399	317	1	1,379	5
1,238	3	92	0	300-349	106	0	192	1
269	1	4	0	250-299	18	0	3	0
11	0	1	0	200-249	2	0	0	0
47,291		35,007		Number	32,743		25,673	
544		577		Mean	665		552	
111		102		Standard Deviation	95		109	
516		534		SAT-Verbal Average	554		541	
546		614		SAT-Math Average	651		563	

Spanish Number	%	Literature Number	%	Score	Physics Number	%	German Number	%
1,877	8	180	1	750-800	1,316	9	475	9
1,654	7	651	4	700-749	1,606	10	416	8
1,827	8	1,831	10	650-699	2,094	14	446	8
2,616	11	2,494	14	600-649	2,356	15	597	11
3,023	12	2,701	15	550-599	2,624	17	718	13
3,696	15	2,973	16	500-549	2,292	15	847	15
3,701	15	2,476	14	450-499	1,735	11	842	15
3,487	14	2,357	13	400-449	998	6	655	12
2,164	9	1,595	9	350-399	344	2	428	8
305	1	765	4	300-349	41	0	95	2
6	0	238	1	250-299	2	0	5	0
0	0	20	0	200-249	0	0	0	0
24,356		18,281		Number	15,408		5,524	
544		521		Mean	591		553	
120		109		Standard Deviation	106		123	
502		521		SAT-Verbal Average	535		539	
534		512		SAT-Math Average	642		578	

TABLE 4 (Continued): Achievement Test Scores

European History Number	%	Latin Number	%	Score	Hebrew Number	%	Russian Number	%
35	1	13	1	750-800	40	6	92	23
109	3	35	2	700-749	60	10	24	6
237	7	91	6	650-699	87	14	30	7
412	12	124	9	600-649	121	19	33	8
443	13	213	15	550-599	107	17	48	12
562	16	267	19	500-549	101	16	53	13
652	18	282	20	450-499	55	9	43	11
562	16	230	16	400-449	24	4	38	9
352	10	136	10	350-399	19	3	28	7
148	4	32	2	300-349	7	1	9	2
13	0	2	0	250-299	3	0	4	1
2	0	0	0	200-249	0	0	0	0
3,527		1,425		Number	624		402	
507		508		Mean	589		587	
103		96		Standard Deviation	105		148	
552		574		SAT-Verbal Average	545		545	
541		592		SAT-Math Average	570		588	

II. HIGH SCHOOL RECORD

TABLE 5: Latest, Self-Reported Grades by Subject (1977-78 SDQ Questions 12-17)

	English		Mathematics		For. Languages		Bio. Sciences		Phy. Sciences		Soc. Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%	%	%	%	%
A (4.0)	29	43	27	26	29	42	33	36	30	28	41	44
B (3.0)	48	45	39	39	36	36	42	41	42	43	42	41
C (2.0)	20	11	27	27	26	17	21	19	24	24	15	13
D (1.0)	2	1	6	7	7	4	4	3	4	4	2	2
F (0)	0	0	1	1	1	1	0	0	1	0	0	0
Pass	0	0	0	0	1	0	0	0	0	0	0	0
Number Responding	431066	474290	430076	474350	372147	426802	408413	454343	396634	410618	428479	472419
Mean Grade (by Sex)	3.04	3.30	2.86	2.83	2.84	3.15	3.04	3.10	2.96	2.95	3.23	3.27
Mean Grade (Total)	3.18		2.85		3.00		3.07		2.96		3.25	
Percent Honors Courses	12	14	16	12	6	7	9	8	10	8	8	8
Percent Honors (Total)	13		14		7		9		9		8	

TABLE 6: Number of Years of Study by Subject (1977-78 SDQ Questions 6-11)

	English		Mathematics		For. Languages		Bio. Sciences		Phy. Sciences		Soc. Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%	%	%	%	%
No Courses	0	0	0	0	15	11	6	5	7	13	1	1
One Year	1	1	2	3	14	13	61	61	27	40	2	2
Two Years	2	1	10	18	38	35	25	28	36	33	16	19
Three Years	8	7	25	35	19	22	5	5	23	12	39	42
Four Years	80	79	51	37	11	15	2	1	5	2	35	31
Five or More Years	9	12	12	6	3	5	1	1	2	1	6	6
Number Responding	433446	478412	433079	477981	429656	475171	431186	476082	430243	473675	430777	475587
Mean Number Years	3.93	3.98	3.60	3.22	2.04	2.31	1.38	1.40	1.97	1.53	3.25	3.18
Mean Number (Total)	3.96		3.40		2.18		1.39		1.74		3.21	

TABLE 7: Self-Reported Class Rank by SAT Average (1977-78 SDQ Question 5)

	Self-Reported Class Rank								
	Top Tenth	Second Tenth	Second Fifth	Third Fifth	Fourth Fifth	Lowest Fifth	Total	Median Percentile Rank	Number Responding
	%	%	%	%	%	%	%		
Males	21.3	22.2	27.4	25.4	3.1	0.6	100.0	75.2	420,509
Females	22.9	23.1	26.2	24.9	2.5	0.4	100.0	76.9	451,969
Total	22.1	22.6	26.8	25.2	2.8	0.5	100.0	76.0	872,478
Total Percent with This Rank or Better	22.1	44.8	71.5	96.7	99.5	100.0			
SAT Average 600 or over	71.1	19.0	7.7	1.9	0.2	0.0	100.0	92.9	76,721
SAT Average 500 to 599	38.1	31.0	22.0	8.2	0.6	0.1	100.0	86.1	206,241
SAT Average 400 to 499	14.5	25.4	33.3	24.6	1.9	0.3	100.0	73.9	292,755
SAT Average below 400	4.9	14.5	28.7	44.8	6.0	1.1	100.0	59.1	264,996
	Mean	Mean	Mean	Mean	Mean	Mean	Mean		
SAT-Verbal Mean – Males	521	456	418	379	359	351	437		405,796
SAT-Verbal Mean – Females	510	446	410	366	338	323	429		434,849
SAT-Verbal Mean – Total	515	450	414	372	349	339	433		840,645
SAT-Math Mean – Males	605	527	477	423	397	386	499		405,758
SAT-Math Mean – Females	539	466	426	378	348	336	448		434,813
SAT-Math Mean – Total	570	494	451	400	374	364	472		840,571

TABLE 8: Estimated High School Grade Point Average (1977-78 SDQ Questions 6-17)

	Male		Female		Total	
	Number	%	Number	%	Number	%
3.75-4.00	62,736	15	86,002	18	148,738	16
3.50-3.74	47,925	11	66,780	14	114,705	13
3.25-3.49	54,128	13	67,310	14	121,438	13
3.00-3.24	74,947	17	83,762	18	158,709	18
2.75-2.99	53,040	12	55,908	12	108,948	12
2.50-2.74	54,417	13	52,013	11	106,430	12
2.25-2.49	36,760	9	29,956	6	66,716	7
2.00-2.24	28,102	7	20,741	4	48,843	5
Under 2.00	18,155	4	12,513	3	30,668	3
Number Responding	430,210		474,985		905,195	
Mean	3.03		3.15		3.09	
Standard Deviation	.61		.58		.60	

III. SOCIOECONOMIC CHARACTERISTICS

TABLE 9: Ethnic Background (1977-78 SDQ Question 37)

	Male		Female		Total	
	Number	%	Number	%	Number	%
American Indian	1,897	0.4	1,985	0.4	3,882	0.4
Black	31,839	7.5	48,215	10.3	80,054	9.0
Mexican-American	7,505	1.8	7,921	1.7	15,426	1.7
Oriental	11,610	2.7	11,542	2.5	23,152	2.6
Puerto Rican	3,990	0.9	4,575	1.0	8,565	1.0
White	357,656	84.1	384,498	82.1	742,154	83.0
Other	10,706	2.5	9,828	2.1	20,534	2.3
Number Responding	425,203		468,564		893,767	100.0
Minority Students	67,547	15.9	84,066	17.9	151,613	17.0

TABLE 10: Annual Parental Income by Ethnic Group (1977-78 SDQ Questions 37, 41-43)

Income	American Indian	Black	Mexican-American	Oriental	Puerto Rican	White	Other	No Ethnic Response	All Students
	%	%	%	%	%	%	%	%	%
Under $3,000	3.9	8.0	3.3	2.8	6.0	0.9	4.7	2.4	1.7
$3,000- 5,999	9.2	18.0	11.6	6.3	18.8	2.4	9.1	5.7	4.4
6,000- 8,999	12.7	21.2	16.9	11.4	22.0	5.4	13.1	9.5	7.6
9,000-11,999	12.4	16.1	17.1	13.0	15.3	8.6	13.0	10.4	9.7
12,000-14,999	11.8	10.3	13.7	11.8	10.0	10.9	11.8	11.3	10.9
15,000-19,999	18.9	11.4	16.6	15.7	10.9	19.6	16.0	19.2	18.6
20,000-29,999	20.2	10.4	15.4	22.2	10.0	28.6	17.8	23.4	26.0
30,000 or over	10.9	4.6	5.5	16.8	6.9	23.7	14.7	18.1	21.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding (Income)	3,416	70,640	14,127	20,705	7,435	655,447	17,663	17,028	806,461
Number Responding to SDQ	3,882	80,054	15,426	23,152	8,565	742,154	20,534	36,543	930,310
Mean Contribution	$1,500	$780	$890	$1,830	$860	$2,580	$1,570	$2,030	$2,320
Median Contribution	$560	$380	$430	$630	$390	$1,410	$540	$870	$1,140
Mean Income	$17,900	$12,300	$14,700	$20,600	$13,300	$25,100	$18,800	$21,700	$23,300
Median Income	$15,000	$9,500	$12,200	$16,200	$9,500	$20,500	$14,500	$17,700	$19,200

TABLE 11: Estimated Parental Contribution toward Applicants' Education, by SAT Average (Calculated from 1977-78 SDQ Questions 27, 41-43)

Plan to Apply for Financial Aid		SAT Average									
		Below 350	350-399	400-449	450-499	500-549	550-599	600-649	650 or over	No SAT	All Students
%	Parental Contribution	%	%	%	%	%	%	%	%	%	%
94.0	$0	3.1	1.0	0.6	0.5	0.3	0.3	0.2	0.1	2.4	1.0
89.4	$1-499	51.7	37.3	32.1	28.2	25.0	22.1	19.2	15.9	44.1	32.6
80.7	$500-999	10.8	12.8	12.7	12.6	12.0	11.2	10.6	9.1	10.5	11.8
75.6	$1,000-1,499	9.2	11.9	12.1	12.1	12.0	11.6	11.1	9.8	9.7	11.3
71.3	$1,500-1,999	4.7	6.5	7.0	7.3	7.5	7.7	7.6	7.2	5.4	6.7
62.8	$2,000-2,999	6.7	9.0	9.9	10.4	10.6	10.6	10.8	11.0	7.9	9.5
54.5	$3,000-3,999	3.3	5.0	6.0	6.6	7.1	7.7	8.3	9.0	4.2	6.0
48.0	$4,000-4,999	2.6	3.9	4.6	5.1	5.6	6.1	6.3	7.4	3.6	4.7
37.0	$5,000-5,999	2.8	4.5	5.5	6.2	7.4	8.1	9.0	10.5	3.9	5.8
39.6	$6,000-7,999	0.4	0.6	0.7	0.7	0.7	0.8	0.8	0.9	0.6	0.7
36.8	$8,000-9,999	3.2	5.5	6.8	8.1	9.6	11.3	13.4	16.2	5.5	7.7
26.8	$10,000-Over	1.3	1.9	2.2	2.3	2.4	2.6	2.7	3.0	2.2	2.2
69.4	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
894,189	Number Responding	129,184	109,230	133,023	133,767	111,088	75,621	42,704	26,387	28,119	789,123
1034,096	Number in Report	182,406	144,919	172,207	169,693	139,365	94,278	53,213	33,226	44,789	1034,096
$1,580	Mean Contribution	$1,350	$1,970	$2,250	$2,480	$2,710	$2,960	$3,230	$3,640	$1,830	$2,320
$760	Median Contribution	$450	$960	$1,190	$1,360	$1,550	$1,810	$2,120	$2,730	$660	$1,140
$19,100	Mean Income	$16,800	$21,300	$23,200	$24,600	$26,000	$27,400	$28,900	$31,100	$19,500	$23,300
$16,400	Median Income	$13,400	$17,500	$19,100	$20,200	$21,200	$22,200	$23,800	$25,700	$15,500	$19,200

IV. COLLEGE PLANS

TABLE 12: Degree-Level Goals (1977-78 SDQ Question 24)

Number Responding	430,697 Males	474,049 Females	904,746 Total
	%	%	%
Two-Year Training Program	3	4	4
Associate in Arts Degree	2	4	3
BA or BS Degree	29	33	31
MA or MS Degree	24	22	23
MD, PhD, Other Professional Degree	21	15	18
Undecided	21	23	22
Two-Year Program or Degree	5	8	6
Graduate Study	45	37	41

TABLE 13: Plans to Ask College for Special Assistance, by Areas of Need and Ethnic Group (1977-78 SDQ Questions 37, 44)

	American Indian	Black	Mexican-American	Oriental	Puerto Rican	White	Other	Total
	%	%	%	%	%	%	%	%
Educational Counseling	36	34	47	44	39	36	38	36
Voc/Career Counseling	27	25	34	36	26	28	29	28
Mathematical Skills	23	29	25	19	21	15	20	16
Reading Skills	15	18	19	23	19	13	18	13
Writing Skills	16	18	20	25	18	13	19	14
Study Skills	23	30	29	23	24	20	23	21
Part-Time Work	46	55	46	43	47	40	43	41
Personal Counseling	5	5	5	6	6	3	6	4
Pct Seeking Assistance	88	95	92	89	90	80	87	81
Number Responding	3,882	80,054	15,426	23,152	8,565	742,154	20,534	930,310

TABLE 14: Intended Areas of Study - First Choice (1977-78 SDQ Question 61)

Number Responding 422,679 Males 469,239 Females 891,918 Total

	Male %	Female %	Total %	SAT Verbal Mean	SAT Math Mean
Arts and Humanities	10.1	14.6	12.5	439	454
Architecture/Environmental Design	3.1	0.7	1.8	423	500
Art	2.3	5.8	4.1	408	422
English/Literature	1.0	2.2	1.6	504	476
Foreign Languages	0.3	1.6	1.0	476	477
Music	2.0	2.0	2.0	439	456
Philosophy and Religion	0.6	0.3	0.5	466	481
Theater Arts	0.8	1.8	1.3	443	436
Biological Sciences and Related Areas	19.2	27.9	23.8	436	474
Agriculture	2.7	1.3	2.0	413	448
Biological Sciences	4.3	3.8	4.0	475	511
Forestry/Conservation	2.1	0.7	1.4	422	461
Health and Medical	10.1	22.1	16.4	430	469
Business, Commerce, and Communications	20.3	18.7	19.5	409	448
Business and Commerce	17.2	15.6	16.3	401	447
Communications	3.2	3.1	3.1	451	450
Physical Sciences and Related Areas	26.1	6.3	15.7	452	541
Computer Science/Systems Analysis	3.2	2.0	2.6	420	499
Engineering	17.6	1.9	9.4	448	540
Mathematics	1.7	1.2	1.4	464	585
Physical Sciences	3.6	1.1	2.3	499	566
Social Sciences and Related Areas	17.0	26.4	22.0	431	450
Education	3.5	10.6	7.2	396	422
Ethnic Studies	0.0	0.0	0.0	378	390
Geography	0.0	0.0	0.0	425	463
History and Cultures	0.9	0.5	0.7	476	467
Home Economics	0.1	1.3	0.7	390	418
Library Science	0.0	0.1	0.1	476	449
Military Science	1.6	0.1	0.8	433	481
Psychology	1.6	5.0	3.4	439	449
Social Sciences	9.3	8.7	9.0	457	472
Miscellaneous	7.3	6.1	6.7	422	461
Other	1.2	0.9	1.1	400	434
Trade and Vocational	1.2	0.9	1.1	354	394
Undecided	4.8	4.2	4.5	443	483

TABLE 15, Part 1: Intended Specific Fields of Study - First Choice (1977-78 SDQ Question 61)

	Number	%
Agriculture		
Agriculture Econ	569	0.1
Agronomy	584	0.1
Animal Science	3,037	0.3
Dairy Science	336	0.0
Farming, Ranching	1,286	0.1
Fish and Game	5,394	0.6
Food Science	394	0.0
Horticulture	1,836	0.2
Landscaping	953	0.1
Soil Sciences	168	0.0
Other, Unspecified	2,876	0.3
Architecture/Environmental Design		
Architecture	11,125	1.2
City Planning	245	0.0
Urban Development	265	0.0
Other, Unspecified	4,748	0.5
Art		
Art History	496	0.1
Commercial Art	6,993	0.8
Design	2,197	0.2
Fashion Design	5,133	0.6
Graphic Arts	1,832	0.2
Interior Dec	4,326	0.5
Museum Work	145	0.0
Photography	4,265	0.5
Printing	472	0.1
Studio Art	2,711	0.3
Other, Unspecified	8,360	0.9
Biological Sciences		
Bacteriology	598	0.1
Biochemistry	2,899	0.3
Biology	8,560	1.0
Biophysics	308	0.0
Botany	633	0.1
Ecology	1,346	0.2
Marine Biology	8,000	0.9
Physiology	953	0.1
Zoology	2,507	0.3
Other, Unspecified	10,122	1.1
Business and Commerce		
Accounting	36,326	4.1
Advertising	2,600	0.3
Bus Mgt and Admin	43,567	4.9
Business and Commerce (Continued)		
Court Reporting	1,642	0.2
Finance and Banking	3,861	0.4
Hotel/Restaurant	3,628	0.4
Industrial Mgt	732	0.1
Marketing	3,866	0.4
Personnel Work	994	0.1
Real Estate	1,725	0.2
Sales and Retailing	4,634	0.5
Secretarial Studies	16,797	1.9
Transportation	825	0.1
Other, Unspecified	24,416	2.7
Communications		
Film	1,377	0.2
Journalism	10,021	1.1
Radio and TV	9,003	1.0
Other, Unspecified	7,647	0.9
Computer Science/Systems Analysis		
Computer Science	7,316	0.8
Data Processing	4,835	0.5
Systems Analysis	1,492	0.2
Other, Unspecified	9,443	1.1
Education		
Agricultural Educ	223	0.0
Art Education	989	0.1
Business Education	1,116	0.1
Child Development	5,503	0.6
College Teaching	274	0.0
Ed Administration	198	0.0
Ed of Exc Children	3,068	0.3
Ed of the Deaf	1,815	0.2
Ed of the Mntly Ret	4,908	0.6
Elem Education	11,136	1.2
General Education	1,387	0.2
Guidance Counseling	1,107	0.1
Health Education	297	0.0
Home Economics Ed	517	0.1
Industrial Arts Ed	578	0.1
Music Education	2,012	0.2
Physical Education	14,959	1.7
Recreation	1,651	0.2
Secondary Education	2,912	0.3
Speech Therapy	1,836	0.2
Education (Continued)		
Vocational/Ind Educ	299	0.0
Other, Unspecified	7,558	0.8
Engineering		
Aerospace/Aeron	10,655	1.2
Agricultural Eng	696	0.1
Air-Conditioning	477	0.1
Architectural Eng	3,177	0.4
Ceramic Eng	113	0.0
Chemical Eng	5,068	0.6
Civil Engineering	5,439	0.6
Construction/Trnsp	987	0.1
Drafting	2,098	0.2
Electrical Eng	16,724	1.9
Engineering Aide	123	0.0
Engineering Design	912	0.1
Eng Sciences	1,270	0.1
Indust and Mgt Eng	1,573	0.2
Indust Lab Tech	160	0.0
Instrumentation	194	0.0
Materials Science	68	0.0
Mechanical Eng	8,970	1.0
Metallurgical Eng	366	0.0
Mining and Mineral	409	0.0
Naval Arch/Marine	1,104	0.1
Nuclear Technology	1,530	0.2
Petroleum Eng	653	0.1
Plastics Tech	63	0.0
Quality Control	46	0.0
Surveying	279	0.0
Textile Eng	134	0.0
Other, Unspecified	20,170	2.3
English and Lit		
Creative Writing	5,295	0.6
English	3,076	0.3
Literature	1,308	0.1
Speech	335	0.0
Other, Unspecified	4,672	0.5
Ethnic Studies		
American Indian	75	0.0
Black Studies	125	0.0
Mexican-American	38	0.0
Spanish-American	18	0.0
Other, Unspecified	83	0.0

TABLE 15, Part 2: Intended Specific Fields of Study - First Choice (1977-78 SDQ Question 61)

	Number	%
Foreign Languages		
Classical Lang	203	0.0
Eastern Languages	103	0.0
French	1,701	0.2
German	532	0.1
Interpreting/Trans	1,027	0.1
Italian	112	0.0
Linguistics	320	0.0
Russian	153	0.0
Spanish	2,057	0.2
Other, Unspecified	2,687	0.3
Forestry and Conserv	12,246	1.4
Geography	295	0.0
Health and Medical Professions		
Dental Assisting	1,840	0.2
Dental Hygiene	5,637	0.6
Dental Technology	1,688	0.2
Health and Safety	297	0.0
Lab Technology	3,066	0.3
Medical Assisting	2,163	0.2
Med Recs Librarian	453	0.1
Medical Technology	5,966	0.7
Nursing-Practical	2,215	0.2
Nursing-Registered	30,818	3.5
Occupatnl Therapy	1,991	0.2
Optometry	1,644	0.2
Pharmacy	5,384	0.6
Physical Therapy	10,906	1.2
Predentistry	6,468	0.7
Premedicine	32,148	3.6
Preveterinary	10,381	1.2
Radiology/X-Ray	4,050	0.5
Other, Unspecified	19,487	2.2
History and Cultures		
American	2,611	0.3
Ancient	674	0.1
Area and Regional	89	0.0
European	661	0.1
Other, Unspecified	2,420	0.3
Home Economics		
Clothing/Textiles	1,437	0.2
Family Relations	158	0.0
Food and Nutrition	2,104	0.2
Infant/Child Care	688	0.1
Institutional Mgt	120	0.0
Other, Unspecified	1,846	0.2
Library Science	580	0.1
Mathematics		
Statistics	937	0.1
Other, Unspecified	11,884	1.3
Military Science		
Air Science	3,180	0.4
Merchant Marine	503	0.1
Military Sci-Army	1,074	0.1
Naval Science	1,373	0.2
Other, Unspecified	1,096	0.1
Music		
Composition/Theory	1,422	0.2
Instrumental Music	7,077	0.8
Music History	133	0.0
Voice	3,388	0.4
Other, Unspecified	6,109	0.7
Philosophy and Religion		
Ministry	1,353	0.2
Philosophy	628	0.1
Religion	861	0.1
Theology	541	0.1
Other, Unspecified	760	0.1
Physical Sciences		
Astronomy	1,192	0.1
Chemistry	4,885	0.5
Earth Science	423	0.0
Geology	1,091	0.1
Meteorology	1,148	0.1
Oceanography	2,570	0.3
Physical Sciences	970	0.1
Physics	3,414	0.4
Other, Unspecified	4,569	0.5
Psychology		
Child Psychology	7,363	0.8
Experimental Psych	1,363	0.2
General Psychology	5,355	0.6
Social Psychology	4,447	0.5
Other, Unspecified	11,585	1.3
Social Sciences		
Anthropology	1,165	0.1
Correction Admin	486	0.1
Economics	1,792	0.2
Fire Science	448	0.1
Foreign Service	732	0.1
Govern Ser/Politics	1,754	0.2
Industrial Rel	153	0.0
International Rel	1,561	0.2
Law Enforcement	9,789	1.1
Political Science	6,657	0.7
Prelaw/Law	33,370	3.7
Public Admin	510	0.1
Social Work	8,632	1.0
Sociology	3,018	0.3
Other, Unspecified	10,198	1.1
Theater Arts		
Acting	3,662	0.4
Dance	1,986	0.2
Drama	1,054	0.1
Theater Arts	1,996	0.2
Other, Unspecified	3,183	0.4
Trade and Vocational		
Airline Hostess	3,142	0.4
Auto Maintenance	1,797	0.2
Aviation Maint	748	0.1
Building Construc	678	0.1
Carpentry	950	0.1
Cosmetology	778	0.1
Mortuary Service	256	0.0
Other, Unspecified	1,293	0.1
Other	9,440	1.1
Undecided	40,325	4.5

TABLE 16: Advanced Placement Plans by Honors Course Participation (1977-78 SDQ Questions 12-18)

807,399 Requests by 447,704 Students, Who Represent 48% of the Students Responding to the SDQ

	English	Mathematics	Foreign Languages	Biological Sciences	Physical Sciences	Social Studies	Art and Music
Honors Courses:							
Number Who Took an Honors Course, by Subject	120,945	124,386	54,285	76,823	73,908	73,440	N/A
Of Those Who Took an Honors Course, by Subject, % Who Want Advanced Placement in That Subject	49	51	36	25	29	37	N/A
Nonhonors Courses:							
Number Who Took a Nonhonors Course, by Subject	784,411	780,040	744,664	785,933	733,344	827,458	N/A
Of Those Who Took an Honors Course, by Subject, % Who Want Advanced Placement in That Subject	17	14	10	8	8	10	N/A
Total:							
% Who Plan to Apply for Advanced Placement, by Subject	21	19	10	9	9	12	6

TABLE 17: Housing Preferences (1977-78 SDQ Question 30)

Number Responding	422,275 Males	468,239 Females	890,514 Total
	%	%	%
At Home	25	29	27
Single-Sex Dorm	18	29	24
Coed Dorm	36	27	31
Fraternity or Sorority	4	3	3
On-Campus Apartment	9	6	8
Off-Campus Apartment	7	6	7

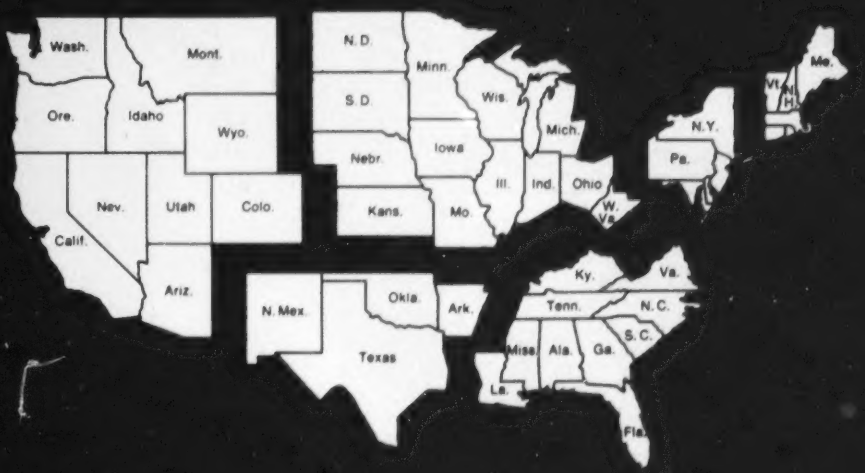
TABLE 18: Extracurricular Activities in High School and Plans for College (1977-78 SDQ Questions 45-46)

Number Responding to at Least One Activity	421,451 Males		466,850 Females		888,301 Total	
Extracurricular Activities	Active in H.S.	Will Be Active	Active in H.S.	Will Be Active	Active in H.S.	Will Be Active
	%	%	%	%	%	%
Athletics, Incl Intramural and Community	81	68	58	44	69	56
Ethnic Organizations	6	5	8	8	7	7
Journalism, Debating, Dramatics	25	21	34	30	30	26
Art, Music, or Dance	33	26	53	46	43	37
Departmental or Preprofessional Clubs	10	17	16	19	13	18
Religious Organizations	30	20	38	25	34	23
Social or Community Clubs	36	37	50	51	43	45
Student Government	21	19	27	23	24	21
Average Extracurricular Participation Rate	30	27	36	31	33	29

V. HIGH SCHOOLS

TABLE 19: Type of High School (1977-78 SDQ Question 2)

	Number	%
Public	756,727	82
Other Than Public	161,395	18
Number Responding	918,122	



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